Frequently Asked Questions about Student Teaching and the edTPA in Wisconsin –

— edTPA Description and Implementation —

What is the edTPA?

The edTPA is a subject-specific teacher performance assessment completed during student teaching. The assessment focuses on a learning segment of 3-5 lessons in one class. Candidates submit artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work) and written commentaries as evidence of teaching proficiency. Professional scorers rate candidate performance in planning, instruction, and assessment using rubrics in the edTPA handbook for that subject area. As of spring 2014, institutions in 34 states and the District of Columbia are using edTPA as part of their preparation programs for initial teacher licensure. A map of participating states can be found at http://edtpa.aacte.org/state-policy.

Where did the edTPA come from?

The edTPA was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE) and with input from teachers and teacher educators across the country. It is modeled after the National Board for Professional Teaching Standards' assessments of accomplished veteran teachers but is designed for candidates seeking initial licensure. SCALE is responsible for the edTPA handbooks, rubrics, and scorer training materials. They have contracted with Pearson to manage candidate registration, material dissemination, and professional scoring. More information can be found on the SCALE website at scale.stanford.edu/teaching/edtpa.

What is the timetable for edTPA implementation in Wisconsin?

As of spring 2014, Wisconsin is in the implementation/scale-up phase of edTPA implementation. That means that the edTPA is now being field-tested in educator preparation programs across the state. Beginning September 1, 2015, all candidates for initial licensure in Wisconsin will complete the edTPA and submit it to Pearson for official scoring; the data will be used by the educator preparation programs as part of the continuous review process (CRP) and by the state task force to recommend a state passing score. Effective August 1, 2016, all candidates must achieve the state passing score on the edTPA for initial licensure in Wisconsin. More information can be found on the Wisconsin DPI edTPA website (tepdl.dpi.wi.gov/epp/edtpa).

— edTPA Cost, Registration, and Submission —

What does the edTPA cost?

The edTPA costs $300, which includes official scoring and score reporting to the candidate and to the program designated by the candidate during registration. Additional score reports are $50. Retakes cost $100 for a single task (planning, instruction, or assessment) or $300 for a complete edTPA. (During the scale-up phase, educator preparation programs will determine what fees to charge candidates for local evaluation of pilot edTPAs; EPPs will also receive some usage credits to submit a few edTPAs for free official scoring. Candidates who want official scores must register online and pay the $300 fee.)

How do candidates register for the edTPA?

Candidates register on the Pearson edTPA site (www.edtpa.com) and pay the registration fee. (During the exploratory phase, educator preparation programs will have candidates complete pilot edTPAs without registration. Candidates who want official scores must register online and pay the $300 fee.)

How do candidates submit the edTPA?

Candidates use the submission procedure prescribed by their educator preparation program. The edTPA can be submitted through the Pearson ePortfolio System or through an Integrated edTPA Platform Provider System (Chalk & Wire, Data180, Foliotek, iWebfolio, LiveText, PASS-PORT, TaskStream, or Tk20). More information can be found on the Pearson edTPA site (www.edtpa.com).

— Student Teaching Placements —

What should educator preparation programs consider when making a student teaching placement?

Candidates must have the ability to complete the edTPA. It is therefore essential that the student teaching placement give the candidate the opportunity to satisfy the requirements in the edTPA handbook for that subject area. In particular, the candidate must be able to take sole responsibility for planning, instruction, and assessment of a class during the edTPA learning segment; make videorecordings as needed; and complete the edTPA within an acceptable timeframe.

What about split placements?

9-week placements provide greater pressure on candidates to advance quickly toward the edTPA. Some educator preparation programs relieve this pressure by using 18-week student teaching placements along with field experiences in other areas or levels before student teaching. Some programs may opt for a longer placement (10-12 weeks) to complete the edTPA followed by a shorter placement (6-8 weeks) in another area or level. Where two 9-week placements are used, programs should consider candidate readiness and the fit between placement and edTPA handbook to decide where and when the edTPA should be completed.

Why are some EPPs shifting to a co-teaching model for student teaching?

In a co-teaching model of student teaching, the cooperating teacher and student teacher plan collaboratively and share teaching responsibilities. This helps to assure a high quality of instruction while providing opportunities to differentiate to meet student needs. Co-teaching can take various forms: one teaches while the other observes or assists; one teaches while the other works with a small group needing extra support or challenge; both teach together or in parallel at different stations; both take turns teaching particular classes, units, or lessons, or leading particular activities; and so on. No matter the configuration, the student teacher is still responsible for writing their own instructional plans and may often teach on their own while the cooperating teacher attends to other duties. The student teacher must also take sole responsibility for planning, instructing, and assessing the class during the edTPA learning segment. More information about co-teaching can be found on the St. Cloud State University website at www.stcloudstate.edu/soe/coteaching/.

— Selecting the edTPA Handbook —

Which edTPA should a candidate complete? What if a candidate is certifying in more than one area?

Every candidate needs to complete just one edTPA. Candidates pursuing multiple certifications will complete an edTPA in only one area. The educator preparation program will select the edTPA based on the candidate's student teaching placement (class, level, and subject matter) and the list of allowable handbooks provided by DPI.

— Completing the edTPA —

When should candidates complete the edTPA?

It is unlikely that all candidates can complete the edTPA at exactly the same time because placements vary in length and timing of topics/units and because candidates may be ready at different times. Candidates should know their classes well and be confident in their teaching ability before completing the edTPA, yet they should also submit the edTPA early enough to allow for remediation as needed. It may take 5-6 weeks to become secure in teaching classes, and it takes 3-4 weeks to receive scores after submitting the edTPA. For an 18-week student teaching placement, it may be best to complete the edTPA in weeks 8-12; for a 9-week placement, the optimal time seems to be weeks 6-8 (though this pushes any remediation to a subsequent or extended placement). The Pearson website (www.edtpa.com) lists submission deadlines and score report dates; programs can use these to set their own submission deadlines for candidates.

Which class and topic should candidates choose for their edTPA learning segment?

Every candidate should choose a class and topic whose content aligns with the "central focus" and rubrics in their subject-specific edTPA handbook. The candidate should also try to pick a class with a variety of learners to find focus students for the edTPA. The educator preparation program and cooperating teacher can help the candidate make the most appropriate choices.

— Academic Language —

What is academic language, and what role does it play in the edTPA?

Academic language refers to the way people talk and write in school and in particular disciplines. It includes vocabulary (words and phrases), syntax (sentence structures), and discourse (ways of making arguments and presenting evidence). Part of teaching is helping students learn to use the language of the subject area, especially if this differs from the language they are used to at home. The edTPA will ask candidates to describe how their planning, instruction, and assessment help students meet the language demands of a particular task related to one of their learning objectives. More information about academic language can be found in the edTPA handbooks.

— Videorecording —

What should candidates record for their edTPA learning segment?
Candidates should record the entire learning segment (3-5 classes) so they are able to select two unedited clips that best demonstrate the evidence called for in the rubrics. It often helps to have one clip focus on the teacher delivering instruction while another focuses on students engaging in learning activities with teacher feedback. Focus students should be seated where they will be visible and audible during recording. For instruction, the camera should zoom in enough to make visual aids legible while still keeping students in the frame. For small group work, the camera should be positioned to pick up clear video and audio of the group in focus while other groups are also working in the room.

How should candidates prepare to videorecord their classes?
Candidate should follow the procedures of the educator preparation program and school district to secure permission to videorecord during the student teaching placement. Classroom videos may be viewed only by school district personnel, education faculty, and official scorers or trainers; under no circumstances may they be shared or posted online, and candidates who violate this restriction may be denied a teaching license. Once permissions are secured, candidates should practice videorecording before starting the edTPA to learn how to capture clear video and audio in a classroom setting and to get students acclimated to having a video camera in the room.

How can the educator preparation program manage the video requirements of the edTPA?
Programs should work with school districts to establish standard procedures for securing permissions at the start of the school year. Under no circumstances may videos be shared or posted online. Candidates should sign a memo of understanding regarding appropriate use of video and the possible consequences for misuse, which include potential loss of endorsement for licensure. Programs should check the Pearson edTPA site (www.edtpa.com), the AACTE edTPA site (edtpa.aacte.org), and the Wisconsin DPI edTPA site (tepdl.dpi.wi.gov/epp/edtpa) for videorecording tips and sample release forms.

— Supporting Candidates —

How can the cooperating teacher support candidates?
In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students, build confidence as a teacher, and choose a class, topic, and some focus students for the edTPA learning segment. During the learning segment (3-5 class days), the cooperating teacher should give the candidate full responsibility for planning, teaching, and assessing the class. In the week or two after the learning segment, the cooperating teacher should be aware that the candidate will need time to select videoclips, write commentaries, and submit the edTPA for scoring while keeping up with regular teaching duties; here a co-teaching approach can provide some flexibility (see above).

How can the educator preparation program support candidates?
Before the start of the semester, the educator preparation program should select the appropriate edTPA handbook from the DPI-approved list to match the candidate's certification area and student teaching placement. At the start of the semester, the program should provide the candidate with a timetable and guidelines for completing the edTPA, videorecording rules and permission slips, the relevant edTPA handbook, and the "Making Good Choices" guide from the Pearson edTPA site (www.edtpa.com). In general, the program can help candidates succeed by: teaching and using edTPA terminology in education courses; practicing edTPA-like tasks with formative feedback in courses leading up to student teaching; familiarizing student teachers with the specific edTPA requirements and

rubrics; discussing edTPA tasks and samples in a student teaching seminar; encouraging peer feedback on the clarity and completeness of responses; and providing logistical and technical support for videorecording and uploading. Programs may not tell candidates what to write or which videos to use, and under no circumstances may faculty edit or upload candidates' materials. Examples of appropriate and inappropriate support are spelled out in the document "Guidelines for Supporting Candidates Completing edTPA" on the Pearson edTPA site (www.edtpa.com).

— Scores and Retakes —

What is the passing score for the edTPA?

The edTPA includes 15 rubrics rated 1-5, resulting in a total score of 15-75. The 2013 field test report recommends that states set a passing score in the range 39-42. Wisconsin will set a passing score in June 2016 based on data from the 2015-16 academic year, when all candidates will complete the edTPA for continuous process review. Any candidate who completes an educator preparation program after August 31, 2016, will have to achieve the state passing score on the edTPA to be eligible for initial licensure. Until a state passing score is set, educator preparation programs will determine whether each candidate's performance on the edTPA, together with other required elements in the candidate's portfolio, provides sufficient evidence of meeting program standards for licensure endorsement.

What if a candidate doesn't pass the edTPA?

Candidates who do not achieve the passing score may register to re-take a single task ($100 fee) or the full edTPA ($300 fee). Guidelines for retake decision-making and instructions for candidates are available on the Pearson edTPA site (www.edtpa.com). To reduce the likelihood of a retake, candidates should take particular care to address every point in the commentary prompts and to provide evidence directly related to the criteria in the rubrics.

— Using edTPA Data —

How should educator preparation programs use the edTPA for program improvement?

Pearson will provide each program with a summary report of candidate scores. Programs should analyze this data for patterns and follow up with their own local evaluation of selected edTPA tasks or components to gain deeper insight into student preparation and performance. Program faculty should discuss these findings and use them as a basis for program improvements, documenting this work for DPI to review as part of the continuous review process (CRP). In particular, programs will want to engage in continuous curriculum mapping to ensure that candidates are prepared to succeed on the edTPA and that edTPA data are used to strengthen that preparation.

— More Information —

Where can I find more information?

The Pearson edTPA site (www.edtpa.com) is the official source of information for candidates and faculty. The AACTE edTPA site (edtpa.aacte.org) provides resources and an online community for edTPA coordinators. State information can be found on the Wisconsin DPI edTPA site (tepdl.dpi.wi.gov/epp/edtpa). For more information, contact your institution's edTPA coordinator.